**OBJECTIVE REVIEW FORM**

**Criteria for Objectives**

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| **Criteria** | **Education Committee Objective Reviewer Assessment**  **(Pass/Fail)** | **Comments** (non-compliant objective numbers provided for targeted revision) |
| Educational goals and specific learning objectives reflect the relationship of the program topic(s) or content to contemporary pharmacy practice. |  |  |
| Performance objectives must be *measurable* (using verbs from the below chart). |  |  |
| Performance objectives must be *specific*. |  |  |
| 4 to 6 learning objectives per hour are provided |  |  |
| Objectives are free of commercial bias as presented |  |  |
| Objectives align with the mission/vision/goals of NYSCHP (below) |  |  |

**Mission**

The New York State Council of Health-system Pharmacists (NYSCHP) provides continuing professional education activities to pharmacists and pharmacy technicians to facilitate life-long professional learning, enhance health-systems pharmacy practice, and provide value to its members.

**Vision**

To be recognized as the provider-of-choice for continuing professional education to enhance professional growth, optimize medication safety, and improve patient and organizational outcomes.

**Goals**

* Provide frequent professional education opportunities for NYSCHP membersincluding pharmacists and pharmacy technicians
* Provide continuing education meeting annual education requirements for New York State continuing education licensure including but not limited to medication safety and compounding
* Periodically evaluate member feedback on continuing education offerings and future interests

Objective Example: *Evaluate the literature supporting 6 versus 12 months of dual antiplatelet therapy after percutaneous coronary intervention.*

Do ***not*** use the verbs that are not measurable such as: know, understand, learn, grasp the significance of, become familiar with when developing objectives

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| Acquisition of Knowledge | Enhancement of Thinking Skills | Development of Psychomotor Skills | Changes in Attitudes, Values and/or Feelings |
| To identify To list  To define  To describe  To state  To prepare  To express  To categorize  To chart  To rank  To distinguish  To explain  To outline  To inform  To label  To specify  To tell | To compare  To contrast  To catalogue  To classify  To evaluate  To forecast  To formulate  To investigate  To modify  To organize  To plan  To research  To translate  To differentiate  To analyze  To compute  To devise | To demonstrate To produce  To assemble  To adjust  To install  To operate  To detect  To locate  To isolate  To arrange  To build  To conduct  To check  To manipulate  To fix  To lay out  To perform  To sort  To construct  To draw | To challengeTo defend To judge  To question  To adopt  To advocate  To bargain  To cooperate  To endorse  To justify  To persuade  To resolve  To select  To dispute  To approve  To choose  To express |